Kentucky Department of Education

College and Career Readiness Delivery Plan

October 2013

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VISION/CHALLENGE

Kentucky, along with the rest of the nation, understands that increasing demands for higher levels of skills by employers suggests our futures are tied to our level of education. In 1970, more than 80 percent of jobs in our state and nation only required a high school degree or less. Today, those numbers are reversed: 80 percent of jobs require training beyond high school, and 63 percent of those jobs will require a postsecondary degree.

In the 2010 PDK/Gallup poll, more than 90 percent of parents believe that a postsecondary experience is necessary to ensure a better quality of life, while more than 90 percent of 2010 public high school graduates in Kentucky indicate a desire to attend postsecondary institutions. However, Kentucky's current graduation rate of 76 percent and college- and/or career-readiness rate of 34 percent clearly indicate that we are not adequately preparing students for the challenges of the world in which we live.

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace.

Therefore, in February 2011, the Kentucky Department of Education (KDE) secured the Commonwealth Commitment from all districts to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015.

This plan defines how KDE will support districts to meet this vision and overcome this challenge.

BACKGROUND/HISTORY

The work of KDE is also guided by key legislation driving education transformation in Kentucky. Senate Bill 1 (SB 1), passed in the 2009 session of the General Assembly, charged KDE and the Council on Postsecondary Education (CPE) with creating a unified plan for reducing the number of students in need of remediation after high school by 50 percent by 2014 and increasing college completion rates for students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014. A new statewide school and district accountability model is being established as a result of SB 1, which will include new measures for graduation and college and career readiness. The revision of content standards in all subject areas is also required. According to the legislation, the standards will:

- focus on critical knowledge, skills and capacities needed for success in the global economy
- result in fewer, but more in-depth standards to facilitate mastery learning
- communicate expectations more clearly and concisely to teachers, parents, students and citizens
- be based on evidence-based research
- consider international benchmarks
- ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level

Several related pieces of legislation supporting SB 1 and the two targets of this delivery plan are outlined below:

- House Bill 176 (2010) supported the focus on turnaround efforts for struggling schools. This legislation required KDE to identify the persistently low-performing schools and provide intensive support to promote student learning in those schools.
- Senate Bill 2 (2008) supported a statewide focus on the advancement of science, technology, engineering and mathematics, which allowed KDE to create greater alignment for middle and high school student experiences with Advanced Placement and STEM-related initiatives.
- Senate Bill 168 (2002) supported intervention strategies for accelerated learning. It required districts/schools to focus on individualizing learning opportunities for secondary students and provide robust intervention systems for students who struggle with meeting standards as measured by the Educational Planning and Assessment System (EPAS).

The above reforms served as the policy infrastructure for the development of Kentucky's application for federal Race to the Top funding. The four Race to the Top assurances were broken down in KDE's strategic plan into target goals and subsequent deployment strategies. While Kentucky was not selected to receive Race to the Top funding, KDE was committed to the target goals identified in the plan. As a result, KDE chose to partner with the U.S. Education Delivery Institute (EDI) and utilize Deliverology as the methodology to develop delivery plans for achieving the target goals.

In order to achieve the desired results of this plan, however, additional policy must be crafted and implemented to impact practice at the state and local levels. The Governor's Transforming Education in Kentucky (TEK) Task Force has presentedrecommendations (*see Appendix C- TEK Recommendations*) for improving education aligned to the projects and activities outlined. These recommendations are designed to initiate the policies necessary to fully implement Kentucky's college and career readiness agenda.

The agenda includes more rigorous academic standards, a new accountability model, acceleration opportunities, robust intervention systems for students not meeting standards and strong data systems to guide schools and districts in making decisions to target strategies to keep students on track to graduate.

Priority strategies, leadership and management:
The executive sponsor for the College- and Career-Ready Delivery Plan is Office of Career and Technical Education Associate Commissioner Dale Winkler. The following table includes the "priority projects" of this Delivery Plan and the Strategy Leads responsible for each:

THEORY OF ACTION

If schools and districts identify students who are not CCR,

And if rigorous programs of study are offered with high quality instruction,

And if schools and districts advise students on postsecondary pathway options,

And if opportunities are available to students which provide remediation, intervention, acceleration and career exploration and training,

And if struggling schools and districts are provided the appropriate supports,

Then more students will graduate high-school college and career ready as measured by the Unbridled Learning Accountability Model.

DELIVERY TARGETS

There are two main target goals:

1. Increase the percentage of students who are college- and career-ready from 34 percent to 67 percent by 2015.

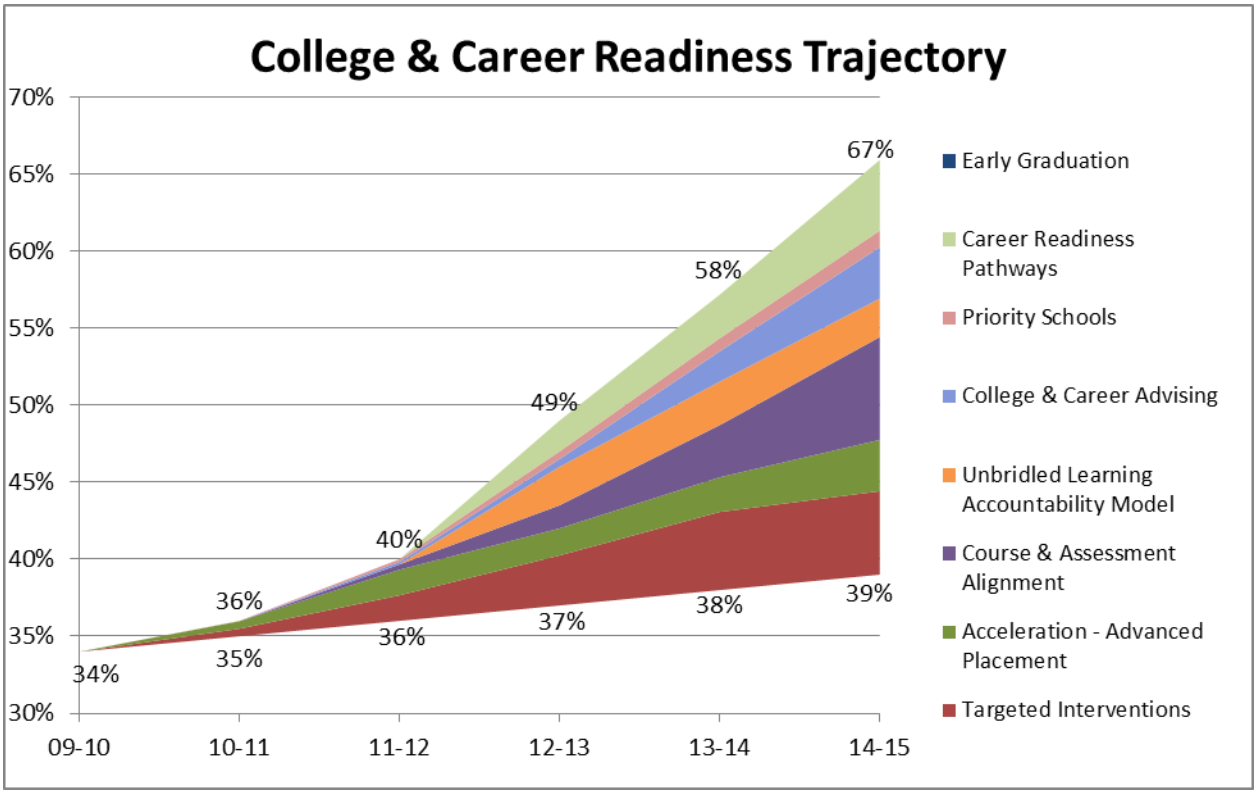
2. Increase the Four-Year Adjusted Cohort Graduation Rate from 86.7 percent in 2013 to 89.2 percent by 2015.

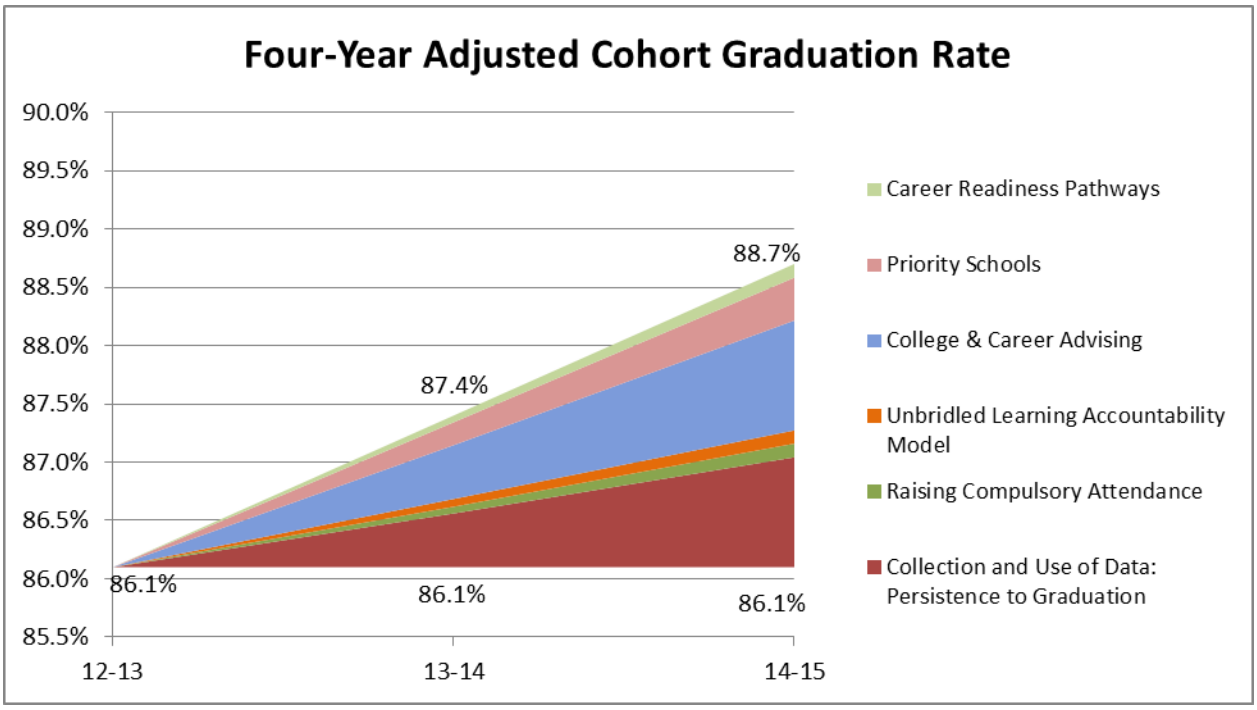
NOTE: when the CCR delivery plan was written, the original graduation goal was to increase the Average Freshman Graduation Rate from 77.6 percent in 2010 to 90 percent in 2015. The graduation rate calculation changed to the four-year adjusted cohort graduation rate in 2013. At this time, the graduation goal was aligned to the

accountability AMO goal. Therefore, the trajectory presents information for 3 years only.

TRAJECTORY GRAPH

The charts below connect each of the strategies to student outcomes. They represent evidenced-based projections for the levels of performance we will achieve each year to meet our targets.





SUMMARY OF STRATEGIES

The executive sponsor for the College and Career Readiness plan is Dale Winkler, Associate Commissioner of the Office of Career & Technical Education. The following table includes strategies that will impact college and career readiness and graduation and identifies appropriate leads responsible for each strategy.

Strategy	Description
1. Collection and Use of Data: Persistence to Graduation	The Persistence to Graduation Tool (PtGT) is an early warning indicator system that districts and schools use to identify students who may be "off-track" to graduate on-time. The PtGT/Report uses critical student-level data to identify students in need of additional intervention/support. Student-level data include: number of days absent, grades retained, credit earned, credits attempted, migrant, English Learner status, homeless, gender, age, age equivalent, truancy, behavior, suspensions, expulsions and eventually academic data about grades and assessment performance.
2. Course and Assessment Alignment	The adoption of the new Common Core Academic Standards was pivotal to Kentucky's overall college and career readiness agenda for transforming education in the Commonwealth. However, new standards alone will not lead to the transformative outcomes desired in order to ensure all students graduate college- and career-ready. Several actions must accompany the adoption and implementation of the new standards including: 1. an intensive focus on improving teaching and learning through the state's Leadership Networks 2. an alignment of courses to the new standards 3. systematic implementation of formative and summative assessment strategies to the new standards This reform strategy is primary targeting the college/career readiness (CCR) student goal. The hypothesis for impacting the target indicator is that new standards aligned with college expectations will ensure that students who are taught to those standards will be successful in postsecondary courses. **Implementation of Common Core Academic Standards through Leadership Networks** A systemic statewide PD structure in the form of Leadership Networks designed to build capacity at the teacher/school/district levels to impact teaching and learning with *Kentucky's Core Academic Standards* (KCAS) has been created. The emphasis is on implementing the KCAS within the context of highly effective teaching, learning and assessment practices (including utilizing the *Classroom Assessment for Student Learning* framework (by Stiggins, Chappuis, Chappuis, Arter, 2004) to enhance and refine assessment literacy/formative assessment strategies. The

	Leadership Networks will serve as the primary vehicle for selection, creation and dissemination of instructional and assessment resources and tools for improved student learning. Particular emphasis will be on scaling up the Bill and Melinda Gates Foundation Literacy Design Collaborative and Mathematics Formative Assessment Lessons as strong models of aligned, rigorous and engaging instructional and assessment tasks within the networks.
3. Unbridled Learning Accountability Model	Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's (KBE's) four strategic priorities: next-generation learners, next-generation professionals, next-generation instructional program and support and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12. (See appendix B, Unbridled Learning Accountability Model.) This reform strategy will have an impact on both student goals but should have a greater impact on the college and career readiness goal. The hypothesis for impacting the target indicators is that when schools and districts are held accountable for graduation rates and college/career readiness rates, as they have not been in the past, they will focus their efforts on engaging students in learning experiences that will lead to graduation and meeting CCR benchmarks.
4. Targeted Interventions	When students fail to make benchmarks on Educational Planning and Assessment System (EPAS) assessments, which are used to predict readiness for college work, interventions targeted to their areas of academic weakness should result in their becoming college-ready. Therefore, systematic implementation of strategies within Kentucky's Unified College and Career Readiness Plan include a focus on targeted interventions and supports for student learning. Kentucky's strategy is designed to build robust student intervention systems for students struggling to meet standards. Senior-level transitional courses represent the state's primary strategy to reduce remediation rates for students entering postsecondary upon graduation. Middle school transitional and bridging programs also will be designed to help with early intervention for students who do not meet ACT benchmarks on the EXPLORE assessment. KDE will continue to collaborate with GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) initiatives to help schools perform data analysis, make data-based decisions and build a college-going culture in schools.

5. Career Readiness Pathways	Weak links: Getting teachers access to relevant and current data (which most lack); ensuring they have the time and skill to derive meaning from it; access to resources and interventions to fit emerging student needs; and the time and classroom management skills to organize differentiation. This strategy's intent is to operationalize the definition of career readiness in districts and schools. Using the National Academy Foundation (NAF) model, students will have access to and participate in college preparatory curriculum within career-themed academies. The goal of each academy and the goals for implementation of career pathways is to provide a dual pathway for students — one path for college-bound and another path for those entering the industry workforce immediately. Students take a mixture of career and academic classes linked to academic and industry standards. These courses provide opportunities for students to earn industry recognized certification and obtain college credit from an accredited postsecondary institution. The rigorous curriculum combines a career focus while meeting some college entrance requirements for four-year colleges and universities. Students obtain a certificate/recognition upon completion of three or more courses in their academy at graduation, and many students are able to earn advanced standing for their academy course work, some of which are science, technology, engineering and math (STEM) related. Operationalizing an aligned career readiness definition, using a research-based model, will ensure rigorous career readiness pathways are available to students. Additionally, schools and districts will encourage students who may not otherwise be considered college- or career-ready to participate in these pathways.
6. Acceleration – Advanced Placement	While Kentucky's dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level course credit, AdvanceKentucky accelerates students through the education system by providing opportunities for all students to attain college credit for qualifying scores on Advanced Placement (AP) exams. The goal is to increase access to and success in rigorous academic teaching and learning by implementing the proven National Math Science Initiative (NMSI) AP open enrollment model in as many schools as possible through AdvanceKentucky. This initiative is on track to provide access to all Kentucky public high schools through an application process over 10 cohorts with 15-20 new schools added annually starting in 2011. Cohort 5 was announced in April

	2012 at a KBE meeting. The open enrollment approach is designed to recruit and support student populations traditionally underrepresented in AP, including minorities and students eligible for free/reduced-price meals. The strategy is two-fold. The first action is to focus on presenting opportunities by way of targeting underrepresented students, which in turn increases the number of students who participate in the AP experience and are exposed to rigorous, college-level courses. The second action is to scale up AdvanceKentucky as one model to support access and opportunity for students taking AP courses.
7. College and Career Advising	Students need to have a sense of safety and belonging in order to be successful and reach their full potential. If basic needs aren't being met, academics, work, planning for the future and self-actualization are at the bottom of the priority list, especially if a student does not have a caring adult with whom to connect. Students in middle and high school, especially, can "feel insignificant, unknown or even lost" (Schanfield, 2010), which can greatly affect the students' ability to experience successes. In order for all secondary students to receive the support and guidance they need to make sound decisions regarding life after high school, KDE will create a system of academic and career advising based on national and state standards. Current research on advising /mentoring programs has shown that a well-developed, comprehensive program also can serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek postsecondary pursuits after high school (Schanfield, 2010; Hodges, 2010). The Individual Learning Plan (ILP) provides a framework, and full implementation will result in more students graduating ready to pursue their goals. The hypothesis for impacting the target indicator is that as schools and districts support students in their decision-making and preparation for future goals, students will have greater access to those pathways that will enable them to be both college- and career-ready.
8. Priority Schools	The Office of Next Generation Schools and Districts provides educational recovery services that focus on the schools and districts identified for school improvement. The hypothesis for creating an impact on the target indicator is that providing on site, just in time supports for students and teachers and raising expectations for students and teachers in the lowest-achieving schools will result in more of these students graduating and being ready for college and careers.
9. Early	Early Graduation (SB61) is an accelerated and rigorous pathway

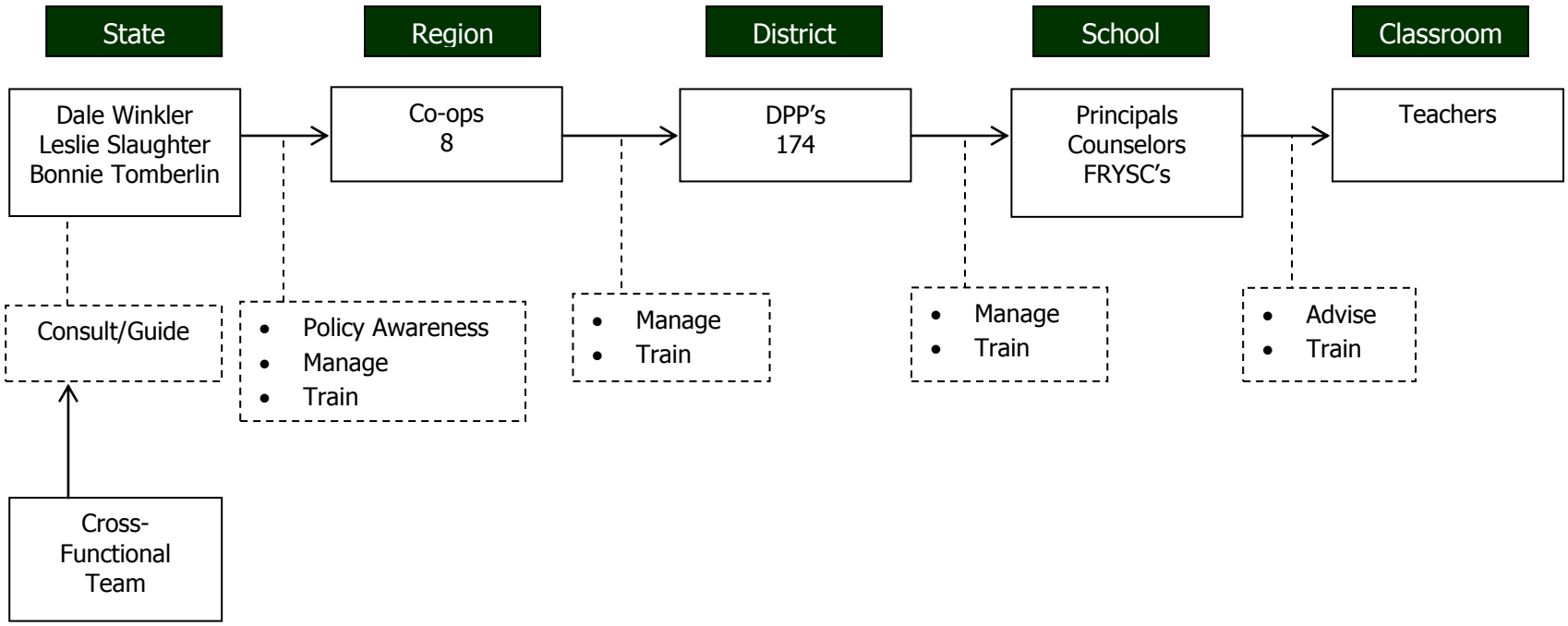
Graduation	whereby Kentucky students graduate high school early meeting college ready benchmarks. As a companion regulation to Raising Compulsory Attendance (SB97), Early Graduation offers the only pathway to leave high school prior to the age of 18. Using a model based on the NCEE Excellence for All pilot, students self-identify early in their high school careers the intent to complete minimum high school graduation requirements at an accelerated rate while demonstrating proficiency on state accountability End-of-Course exams. Students must also meet college readiness as determined by CPE on one of the three state college readiness exams in order to be eligible for the financial incentives. Both students and their home schools receive financial incentives to utilize this pathway through scholarships (through KHEEA) and a full four years of KEES money.
10. Raising Compulsory Attendance	The strategy is the implementation of SB 97, Raising the Compulsory Attendance age to 18 in Kentucky. On July 10,2013 over 55% of Kentucky school districts had adopted this policy mandating it statewide beginning with the 2017-18 school year. The work of this strategy is to assist schools and districts with dropout prevention identification, prevention and implementation of 704 KAR 19:002, the alternative education program regulation. The focus of this regulation is using innovative and alternative pathways for students to reach college and career ready.

DESCRIPTION OF STRATEGIES

Strategy 1: Collection and Use of Data: Persistence to Graduation	
Theory of Action	***If*** districts/schools have access to data that identify students who may be off-track for promotion and/or graduation, ***and if*** districts/schools utilize these data as an early warning indicator, ***and if*** districts/schools intervene early to align the needs of the students with evidence-based strategies that have the greatest potential to support each student, ***then*** more students will persist to graduation as evidenced by higher graduation rates, reduced dropout rates, and reduced numbers of students identified by early warning indicators.
Milestones	**2010-11 School Year** • Develop Persistence to Graduation Tool • Develop communication plan for the Tool • Create a report for User Acceptance Training (UAT) • Provide district PD and launch the resource • Provide Infinite Campus Beginning of Year trainings (July) • Create webinars (archived) for ongoing use • Research, identify and compile dropout prevention strategies/interventions Develop parallel PD (utilize co-ops) plan for the toolkit • Publish the Persistence to Graduation – Evidence-Based Strategies Toolkit on the KDE website. Provide data analysis/root cause analysis training **2012-13 School Year** • Develop a communication plan for the Persistence to Graduation Evidence-based Strategies Toolkit website and Toolkit • Administer survey to to determine usage and gather feedback **2013-14 School Year** • Revise current Persistence to Graduation Tool in IC and update resources • Develop new Persistence to Graduation Tool • Reevaluate trajectory
Students Impacted	**Graduation Goal** 2013-14: 800 additional students 2014-15: 800 additional students **Total Additional Students: 1,600**
Indicators	• Number of districts/schools running the report • Change in the distribution of risk (indicators)
Stakeholders	Directors of pupil personnel (DPP), district dropout prevention

	personnel (where applicable), building principals and building-level staff who implement the evidence-based strategies/interventions will be directly and consistently engaged in this work through careful analysis of the data generated through the PtGT, and through the joining of evidence-based strategies/interventions with identified risk factors in order to facilitate students' persistence to graduation. KDE will remain actively engaged in the work as the Office of Next-Generation Learners solicits feedback from districts regarding their use of the PtGT and the Evidence-Based Practices Toolkit. District feedback will be shared with the Office of Knowledge, Information and Data Services regarding suggested adjustments/changes to the PtGT based on district use of the data.

Collection and Use of Data: Persistence to Graduation Delivery Chain



PtGT Risks/Mitigations

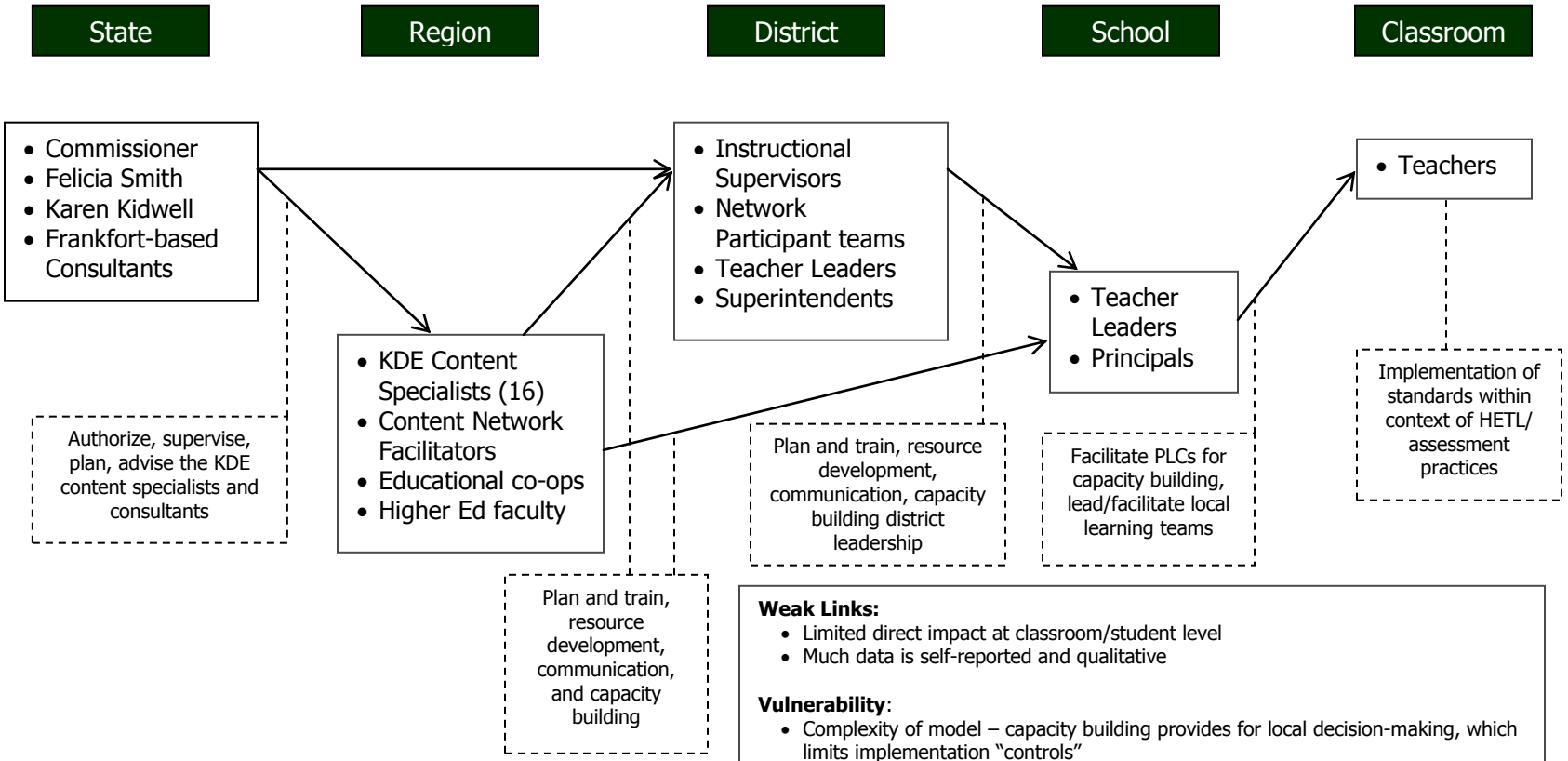
	Potential Challenges (Risks)	Potential Solutions (Mitigation)
Relationships	1. KIDS staff: Possible miscommunication due to technical language barriers 2. Collaborative Team: Possible misunderstanding of responsibilities	1. Be aware and have constant clarity of proposals, requests, etc. from strategy lead to KIDS 2. Provide each team member with clear guidance as to team member responsibilities
Complexity	1. Translation of theory into reality in appropriate technical platform	1. Research all possible platforms thoroughly; utilize cross-functionality to achieve best research results
Funding	2. Lack of funding resources	2. Investigate and develop relationships with possible funding sources by including in collaborative team process
Feedback Loops		
Choke Points	1. Building tool in appropriate technical platform	1. Give ample time to KIDS to accomplish desired result

Strategy 2: Course and Assessment Alignment	
Theory of Action	***If*** schools analyze curriculum/courses to identify gaps related to Kentucky Core Academic Standards (KCAS), ***and if*** schools make adjustments to ensure curriculum/course alignment to KCAS and if schools utilize appropriate instructional resources aligned to the developed curricula/courses, ***and if*** teachers effectively implement those within the context of highly effective teaching, learning and assessment practices, ***then*** more students will graduate college and career ready between 2012 to 2017.
Milestones for Timeline	**2010-11 School Year** • Begin Leadership Networks monthly meetings with teacher/school/district-level leaders • Disseminate deconstructed standards • Begin review of instructional and assessment resources • Draft design pacing templates for standards implementation • Begin populating online repository for instructional resources • Begin End-of-Course alignment and course code match **2011-12 School Year** • Begin designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative (LDC)/Mathematics Formative Assessment Lesson (FAL) models • Begin planning/selecting rigorous and congruent learning experiences for instruction • Begin selecting evidence-based strategies and resources to enhance instruction • Implementation configurative map working meetings • Revise pacing guides/maps • Disseminate complete set of deconstructed standards **2012-13 School Year** • Refine LDC/FAL assessment and learning tasks for wider implementation (• Design additional LDC/FAL-like modules/tasks • Summer ISLN statewide meeting • Develop implementation configuration map • Develop year-at-a-glance for meeting targets • Implement LDC/FALs • Regional Leadership Network meetings for ELA and Math Teacher Leaders, and School/District Leaders (ISLN) • Complete review of instructional and assessment resources

	•
Students Impacted	**CCR Goal** 2010-11: no impact 2011-12: 273 additional students 2012-13: 1,320 additional students 2013-14: 2,640 additional students 2014-15: 3,520 additional students **Total Additional Students: 7,753**
Indicators	**CCR Goal** • IC course code alignment (annually) • Course syllabi audits to ensure alignment (annually) • End-of-course exams (annual reporting) • Participation in monthly Leadership Networks meetings • Baseline and follow-up survey data from network participants on practices and implementation (annually) • Feedback loop for the networks superintendents (monthly); instructional supervisors (monthly); cooperative directors (weekly); content specialists (monthly); teacher advisory and principal advisory groups (quarterly) • Tracking use of formative assessment strategies (leadership evaluation plan – quarterly)
Resources and Support needed to deliver on this plan	• Funding needed: $1.5 million for personnel • Personnel needed: evaluator
Stakeholders	**Participants in Networks**: 3-4 mathematics teacher leaders + 3-4 ELA teacher leaders + 3 school-level leaders + 3 district-level leaders from EACH of Kentucky's 174 districts All will be focused on interpreting the KCAS so that they can be translated into lessons/units/courses and assessments that reflect highly effective teaching, learning and assessment practices for every student in every classroom. **Implementers/Facilitators**: 8 educational cooperatives; higher education faculty members; 16 KDE regional content specialists; 8 Frankfort-based consultants **<u>Stakeholders/Advisors:</u>** • Core Advisory Team members meet monthly. Their charges

	include: • support and maintain the network vision throughout the Commonwealth • offer guidance and advice around the systemic framework for each years' meetings • analyze implementation/evaluation data of the Leadership Network system to inform practice • (CAT members include representation from the Kentucky Education Association, Prichard Committee, school districts, educational cooperatives, KDE leadership, higher education, Kentucky Association of School Administrators, Kentucky Association of School Councils. • Educational cooperative directors connect weekly via WebEx to collaborate on timely issues, reach consensus on issues and share information. • Kentucky Superintendents Feedback group connects monthly to provide feedback. • Project manager connects weekly with associate commissioner, weekly with co-op directors, monthly with specialists and monthly with Core Advisory Team to coordinate all efforts, collaborate on planning, reflect and adjust based on feedback. • Kentucky Board of Education • KDE associate commissioners • Commissioner of education • Legislators

Course & Assessment Alignment Delivery Chain

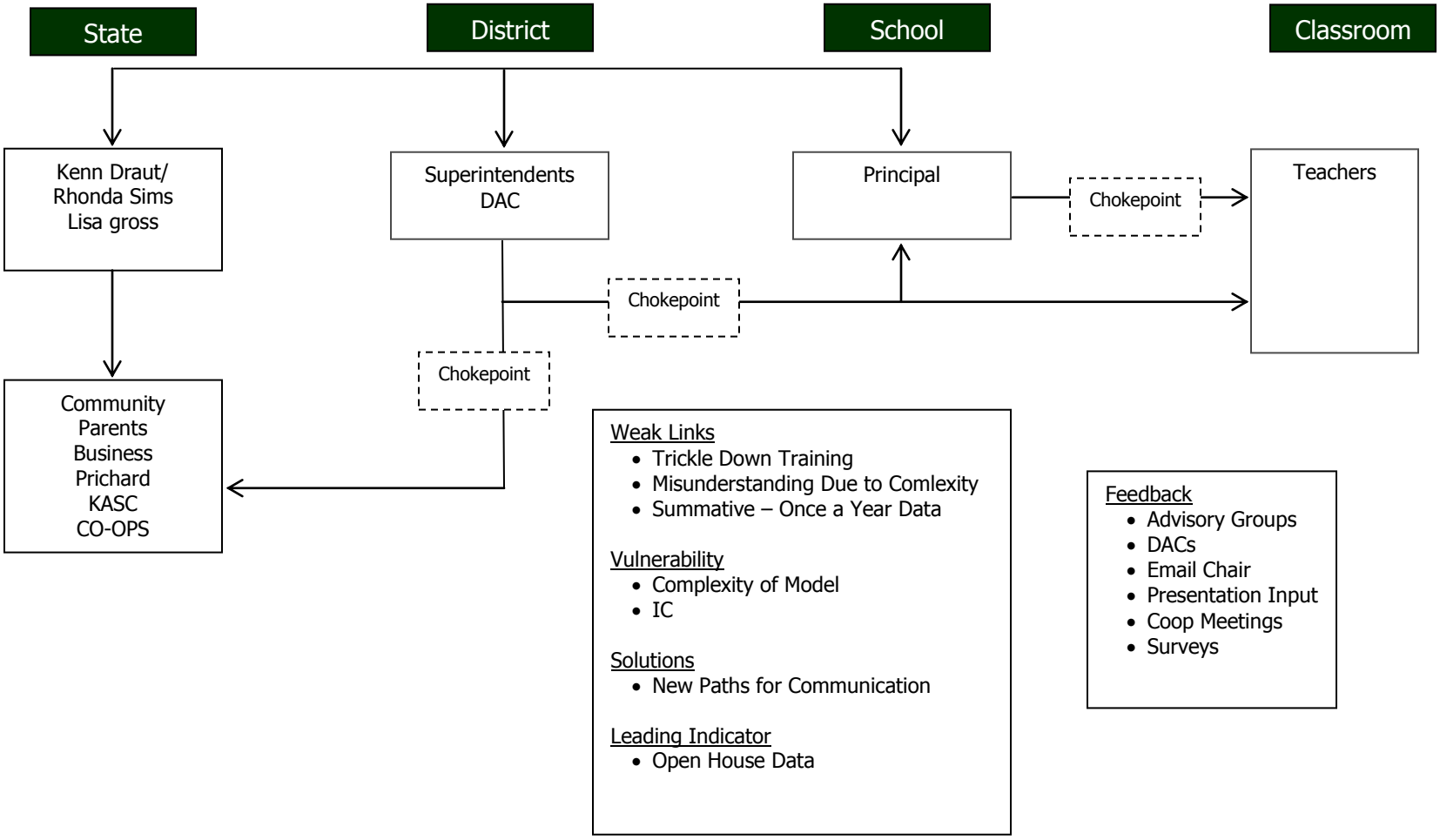


Strategy 3: Unbridled Learning Accountability Model	
Theory of Action	***If*** Kentucky's schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness rates, as they have not been in the past, ***and if*** this accountability uses a balanced approach organized around the KBE four strategic priorities and incorporating all aspects of school and district work, ***then*** schools and districts will focus on student data from the state-required assessments administered grades K-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks.
Milestones for Timeline	**2011-12 School Year** • Develop K-PREP test • Administer K-PREP test • Report K-PREP resultsDevelop QualityCore EOC test • Administer EOC test • Report EOC resultsDevelop Alternate test • Administer Alternate test • Report Alternate test results **2012-13 School Year** • Develop K-PREP test • Administer K-PREP test • Report K-PREP resultsDevelop QualityCore EOC test • Administer EOC test • Report EOC resultsDevelop Alternate test • Administer Alternate test • Report Alternate test results • Develop EPAS test • Administer EPAS test • Report EPAS results • Conduct test administration training • Report interpretation training **2013-14 School Year** • Develop K-PREP test • Administer K-PREP test • Report K-PREP results • Develop QualityCore EOC test • Administer EOC tes • Report EOC results

	• Develop Alternate test • Administer Alternate test • Report Alternate results • Develop EPAS test • Administer EPAS test • Report EPAS resultsConduct test administration training • Report interpretation training **2014-15 School Year** • Develop K-PREP test • Administer K-PREP test • Report K-PREP resultsDevelop QualityCore EOC test • Administer EOC test • Report EOC resultsDevelop Alternate test • Administer Alternate test • Report Alternate est resultsDevelop EPAS test • Administer EPAS test • Report EPAS resultsConduct test administration training • Report interpretation training
Students Impacted	**CCR Goal** 2012-13: 2,200 additional students 2013-14: 2,200 additional students 2014-15: 1,320 additional students **Total Additional Students: 5,720** **Graduation Goal** 2012-13: 816 additional students 2013-14: 115 additional students 2014-15: 96 additional students **Total Additional Students: 1,027**
Indicators	**CCR Goal** **Graduation Goal**
Resources and Support needed to deliver on this plan	If communications need to broaden, additional funding will be required.
Stakeholders	• District – superintendents and district assessment coordinators (weekly e-mails) • School – principal (KDE presentations)

	• Classroom Teachers (PTA conferences, KDE presentations) • Community – parents, business, Prichard, KASC, co-ops (press releases)

Unbridled Learning Accountability Model Delivery Chain

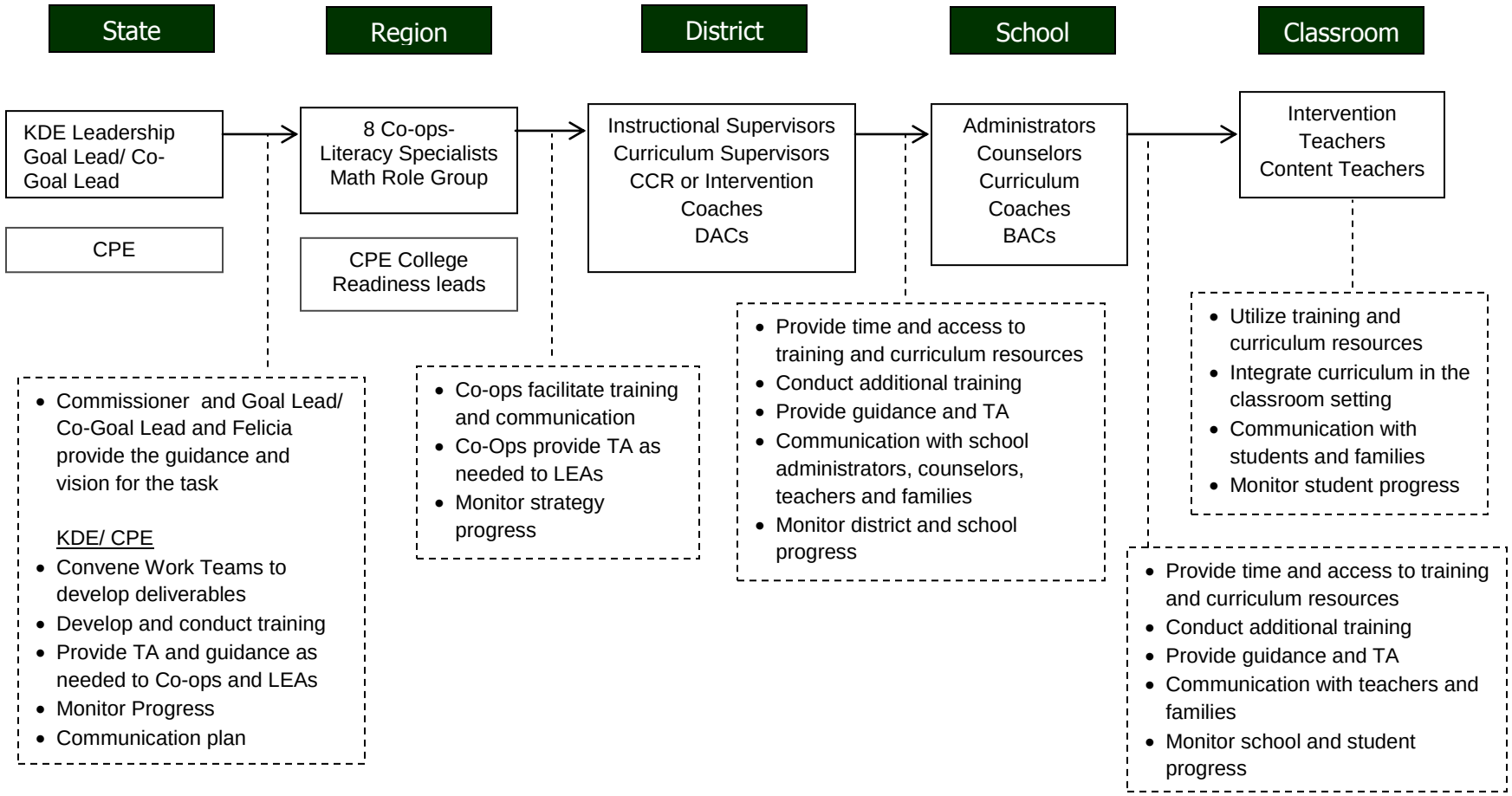


Strategy 4: Targeted Interventions	
Theory of Action	***If*** schools/districts adequately analyze assessment data for students who fail to meet benchmarks on EPAS, ***and if*** schools/districts use the data to implement individualized, targeted, transitional interventions per best practice research and guidance, ***then*** students will be successful in achieving college and career readiness goals and will graduate from high school ready to enter college in credit-bearing courses.
Milestones for	**2010-11 School Year** • Develop and disseminate reading and mathematics transitional courses Partner with the Southern Regional Education Board (SREB) to bring together various stakeholder groups • Publish and provide PD for courses to districts/schools • Disseminatewriting transitional course • Train coops on the targeted transitional interventions **2011-12 School Year** • Pass legislation that requires schools to provide senior-level transitional course or intervention Provide follow up training to LEAs • Develop and disseminate transitional and bridging programs that target middle school students • Collaborate with GEAR-UP on EPAS initiatives. • Collaborate with educational cooperatives to provide "train the trainer" guidance for the targeted transitional interventions for EXPLORE and PLAN **2012-2013 School Year** • Implement system of interventions Convene Transition Teams to develop a product for PLAN interventions • Develop a teacher's guide of course curricular frameworks aligned to CCR goals • 8th and 12th grade curriculum frameworks • Initiate discussions of summative assessment for 8th and 10th grade courses Create a communication plan around new course frameworks • Analyze data to determine revisions to the transition courses and/or recourses for teachers **2013-14 School Year** • Implement 10th grade framework • Communicate definitions oftargeted transitional interventions transitional programming • Analyze data to determine impact of the transitional coursework

	• Incorporate missing CCR skills into the transitional course curricular frameworks • Communicate need to use transitional learning opportunities at 8th grade • Monitor intervention ompliance in CSIP/CDIP
Students Impacted	**CCR Goal** 2010-11: 880 additional students 2011-12: 1,320 additional students 2012-13: 2,860 additional students 2013-14: 3,960 additional students 2014-15: 2,860 additional students **Total Additional Students: 11,880**
Indicators	• EPAS data • KYOTE, COMPASS, and ACT scores of students who had an intervention available for upload into the KDE system monthly • Track the number of students who participated in a transitional course from IC each semester. • Feedback from district/school personnel related to implementation through co-ops twice per year • Survey results (if KDE decides to conduct survey)
Resources and Support needed to deliver on this plan	Funding needed for High School Targeted Intervention Training: • If we host the training for the co-ops at the Transportation Cabinet building, assuming there was space available, then the meeting space would be free. • If we host the training for the co-ops at another location, cost for meeting space could be $150. Print material/folders/supplies - $150Funding needed for: • Targeted intervention work for EXPLORE and PLAN • To develop a team to work on two more sets of courses (Middle Grades), we will need to pay mileage and substitute reimbursement. The estimate for four meetings for each team, with an additional six teams, would yield 24 meetings at approximately $1,200 each, or $28,800.
Stakeholders	• LEAs (Local Education Agencies) will need to implement transitional interventions in the school setting. • Educational cooperatives will partner with KDE to provide professional development training to LEAs. Co-ops also will provide guidance and technical assistance throughout the school year to the LEAs. • CPE (Council on Postsecondary Education) has been instrumental in partnering to complete the transitional course work and to help train postsecondary agencies about the nature

	and goals of the work. • GEAR-UP is a collaborative partner for KDE in raising awareness of EPAS (EXPLORE, PLAN, ACT) assessments, data analysis and college readiness.

Targeted Interventions Delivery Chain



Risks/ Mitigations

- Common messaging about the information in the regulation as it applies to intervention AND common message about how to provide and implement intervention strategies
- School level are looking at what they are doing as effective but not looking to see what other schools are offering that might be more effective
- Capacity within the school to provide interventions
- There are so many options for providing the interventions that there is no good way to track and monitor progress or delivery method
- Integrity of the professional development provided to intervention teachers (intervention teachers are not strongest content teachers)
- Consistent communication for everybody in the delivery chain
- The great number of initiatives going on makes it difficult for schools to focus on one strategy- or maintain a focus on one strategy
- No post assessment for 8th grade course (at this point nothing for 10th grade we would develop) that would allow continued monitoring progress
- Not enough writing scorers for the KYOTE writing exam in the needed time frame for effective, timely feedback
- Transitional interventions are not targeted for student needs- they think, for instance, that the student must take a full course in order to reach their CCR goals

TTI Delivery Chain Risks/Mitigations

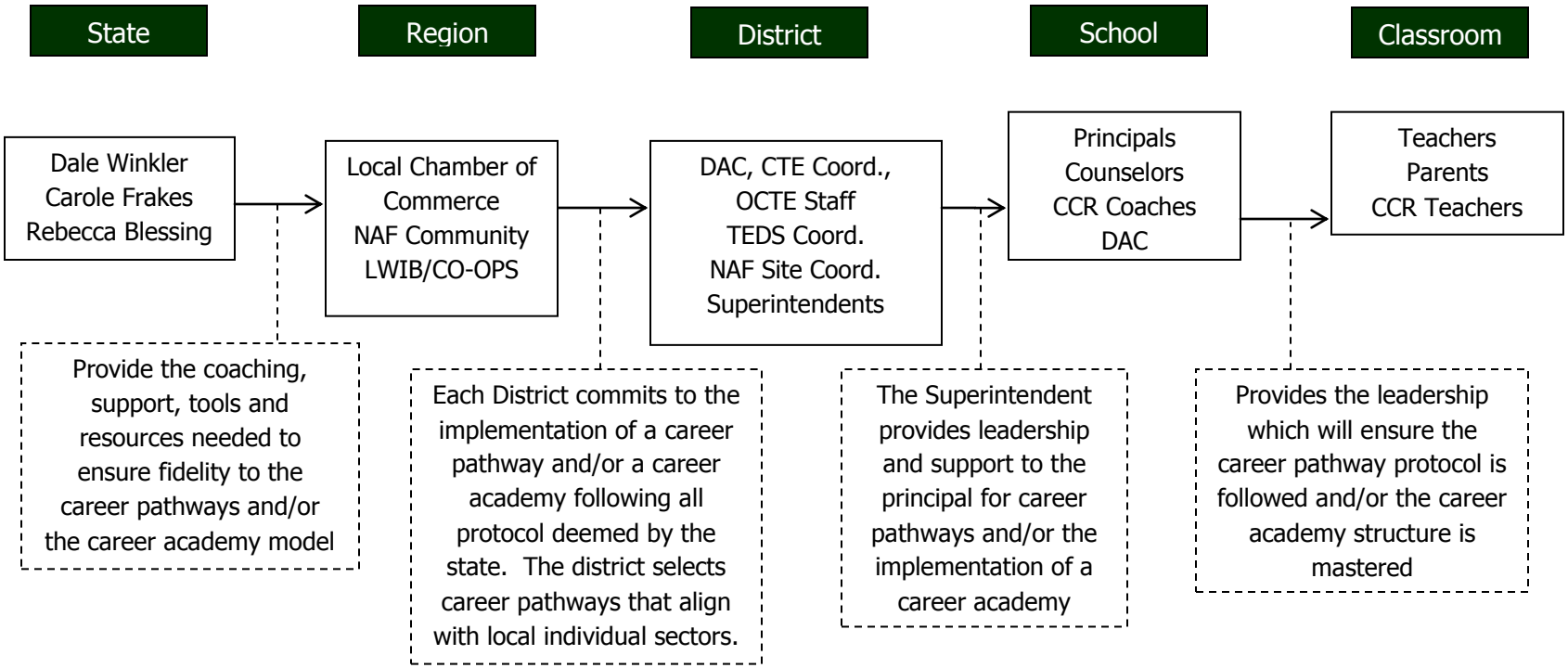
	Potential Challenges (Risks)	Potential Solutions (Mitigation)
Relationships	3. Educational Cooperative staff- possible misunderstanding in terms of KDE directing their work/worker and/or lack of adequate staffing at Co-ops to support work	3. Keep open line of communication with Co-op staff; allow KDE leadership to communicate clear message and expectations
Complexity	3. Different transitional formats making tracking for success difficult	3. Analyze all of the intervention options we can
Funding	1.	1.
Feedback Loops	1. Lack of feedback from schools/districts regarding state sponsored tools make it difficult to ascertain school/district needs to address student achievement	1. Explore possibility of a survey to users to help capture needs/ design concerns
Choke Points		

Strategy 5: Career Readiness Pathways	
Theory of Action	***If*** schools, partners and stakeholders have access to and use data for decision making and evaluation, ***and if*** students are engaged and participate in rigorous and college preparatory coursework connected/aligned to a career pathway/academy theme, ***and if*** schools, partners and stakeholders support the career pathway programs/career academy theme, ***and if*** schools develop and implement career pathways that are aligned with common career technical core, ***and if*** parents and students are made aware of clusters, pathways, courses and academies, ***and if*** TEDS is being utilized effectively and accurately, ***then*** students will be prepared for both college and careers, providing opportunities for students to earn industry recognized certification, obtain college credit from an accredited postsecondary institution and obtain a certificate/recognition upon completion of four courses in either their specific career themed academy or their specific aligned four course aligned career pathway at graduation and schools will have opportunity for articulation of dual credit accelerating students into postsecondary transitions.
Milestones for Timeline	**2010-11 School Year** • Recruit schools to participate in NAF, which will participate in Year-of-Planning in 2011-12 • Pilot sites conditionally approved and conduct site visits **2011-12 School Year** • Schools participate in year-of-planning (proposals, acceptance, PD, site visits, and graduation to be become a NAF academy) • NAF Director/State Lead present to interested schools • Recruit cohort 2 schools to begin in the Year-of-Planning for 2012-13 **2012-13 School Year** • Cohort 1 NAF Academies begins • Schools participate in year-of-planning (proposals, acceptance, PD, site visits, and graduation to be become a NAF academy) • Provide academies Planning Activities including web-conferences, on-site visits, and development of programmatic deliverables

	• Finalize program of study, student recruitment plans and class schedule requirements • **2013-14 School Year** • Increase awareness of 16 Career Clusters' National Standards • Develop career cluster toolkit • Provide PD for career pathways • Provide PD for NAF career academies • Identify struggling students for NAF academy students • Provide best practices/resources/research to districts and schools
Students Impacted	**CCR Goal** 2012-13: 1,760 additional students 2013-14: 2,200 additional students 2014-15: 2,410 additional students **Total Additional Students: 6,380** **Graduation Goal** 2012-13: 29 additional students 2013-14: 100 additional students 2014-15: 100 additional students **Total Additional Students: 229**
Indicators	• Number of students enrolled in NAF academies • Student performance
Stakeholders	State lead, local and state chambers of commerce, community individuals, parents, prior students, school staff and administrators, district personnel, school-based council member, board member if possible, colleges, community college, local television station representative and others will create a solid base/foundation for the academy advising group. These individuals will be engaged through speaking engagements with students, webinars, quarterly meetings, conference calls and other events. Articulation agreements with: • business partners to help with motivation and continued support through the process

	• educational institutions ensuring dual-credit opportunities Other activities will include working with colleges on syllabi for courses and help with recruitment of middle school students.

Career Readiness Pathways Delivery Chain (Pathways & Academies)



Actors

Academy interdisciplinary teacher team

Consult Groups
Content Advisory Groups
Cross Functional Groups
KCTCS Community – Academic Affairs/Dual Credit Coord.
OCTE Staff
CCR Specific Staff

Relationships

Empowers the interdisciplinary teacher team to teach in an SLC structure

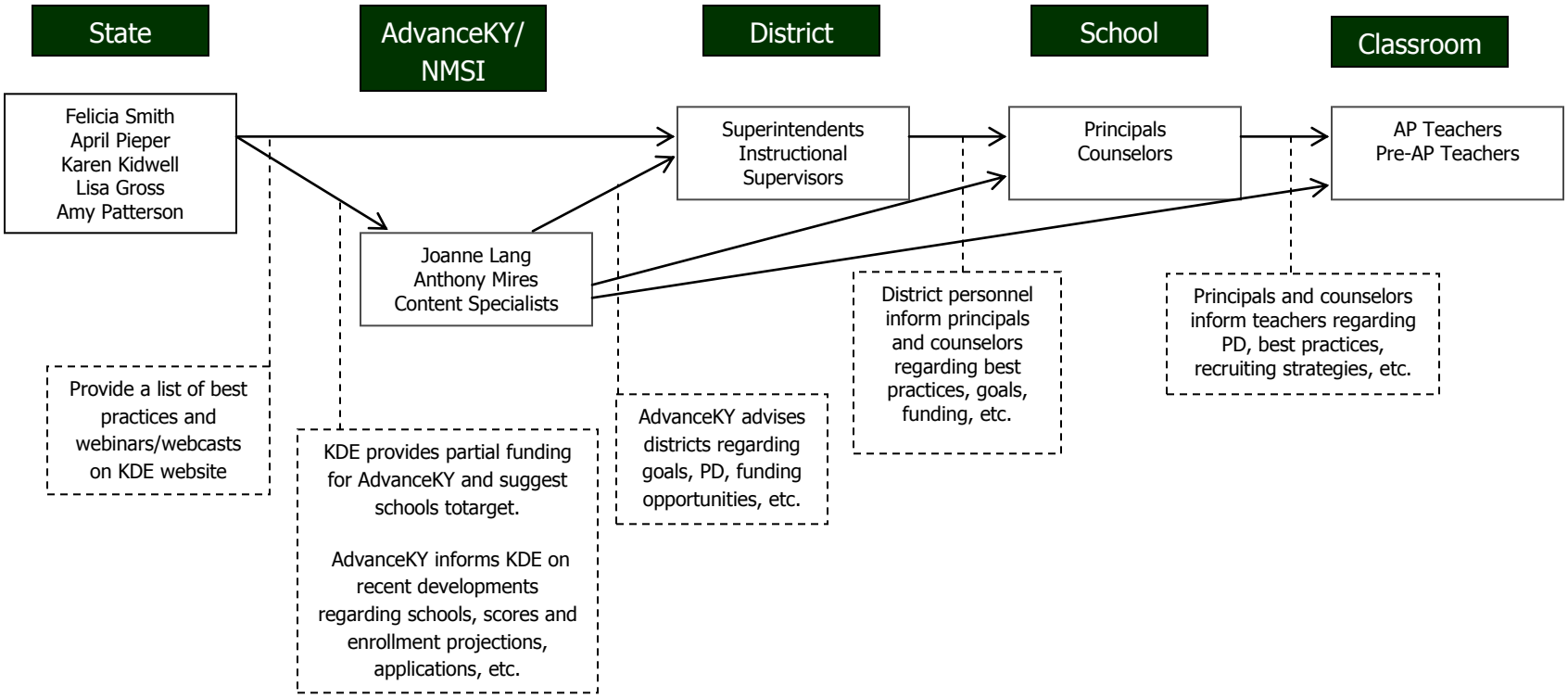
	Potential Challenges (Risks)	Potential Solutions (Mitigation)
Relationships	1) TEDS Coordinator Training – Entering of TEDS & IC Data 2) On-Going Communication – Miscommunication of a "True Pathway" 3) Build Industry Partnerships 4) Academy Understanding 5) Perkins Funding Availability	
Complexity		
Funding	Perkins Funding Availability - $100,000 Career Pathway Work General Funding - $50,000 for NAF Academies	
Feedback Loops	Content Advisory Groups, Cross-Functional Groups, KCTCS Community College Staff i.e. Academic Affairs, Dual Credit Coordinators OCTE Staff CCR Specific Staff involvement	
Choke Points		

Strategy 6: Acceleration – Advanced Placement	
Theory of Action	***If*** Kentucky schools continue to scale up access to Advanced Placement (AP) courses including recruiting more traditionally underrepresented students, ***and if*** schools provide the necessary supports for students and teachers to be successful in these courses by targeting teachers who have had minimal or no training that is focused on increasing rigor, ***and if*** all eligible students take the AP exams and score a 3 or higher on the AP exam, ***then*** more students will be exposed to and successful in college-level courses, increasing the number of students considered college ready.
Milestones for Timeline	**Expansion Framework:** AdvanceKentucky has designed a 10-cohort timetable for providing access to all interested Kentucky public high schools. At the current pace, at least 50 percent% of these high schools can be involved by 2014. 2010-11: 16 additional schools 2011-12: 20 additional schools 2012-13: 16 additional schools 2013-14: 15 – 20 additional schools 2014-15: 15 – 20 additional schools **2012-13 School Year** • Recruit schools that would benefit from AdvanceKY • Conduct analysis on AP exams to help schools determine ways to improve their program • Update website with latest information regarding acceleration opportunities • Communicate acceleration strategies and professional development opportunities • Provide webinar about AP data analysis and vertical teaming to improve pre-AP rigorCollaborate with AdvanceKY to determine schools with the most need • Communicate and participate in AP Summer Institute training and Laying the Foundation training • Recruit schools that would benefit from AdvanceKY **2013-14 School Year**

	• Conduct analysis on AP exams to help schools determine ways to improve their program • Update website with latest information regarding acceleration opportunities. • Communicate acceleration strategies and professional development opportunities . • Provide webinar about AP data analysis and vertical teaming to improve pre-AP rigorCollaborate with AdvanceKY to determine schools with the most need • Communicate and participate in AP Summer Institute training and Laying the Foundation training • Recruit schools that would benefit from AdvanceKY • Define and communicate AP course code and elective data standards • Identify teacher training resouces through College Board • Deploy AP instructor network to build sustainable capacity of AP programs **2014-15 School Year** • Conduct analysis on AP exams to help schools determine ways to improve their program, targeting small schools • Update website with latest information regarding acceleration opportunities. • Communicate acceleration strategies and professional development opportunities to teachers and administrators • Provide webinar about AP data analysis and vertical teaming to improve pre-AP rigorCollaborate with AdvanceKY to determine schools with the most need • Communicate and participate in AP Summer Institute training and Laying the Foundation training •
Students Impacted	**CCR Goal** 2010-11: 880 additional students 2011-12: 1,320 additional students 2012-13: 1,540 additional students 2013-14: 1,760 additional students 2014-15: 1,760 additional students **Total Additional Students: 7,260**
Indicators	• Number of students enrolled in AP courses

	• Number of low-income students enrolled in AP courses • Number of minority students enrolled in AP courses • Number of students enrolled in AP courses and taking AP exams (or not taking AP exams) • Number of students in achievement gap populations taking AP courses and exams, and earning qualifying scores (score of 3 or better) • Number of students scoring a 3 or higher on AP exams • Number of low-income students scoring a 3 or higher on AP exams • Number of minority students scoring a 3 or higher on AP exams • Number of teachers participating in Laying the Foundation and Summer Institute. • ACT course-taking patterns report
Resources and Support available to deliver on this plan	• AP Test Fee Grant from USDoE • Laying the Foundation • AP Summer Institute providers (Western, Morehead,University of Louisville) • NMSI /AdvanceKY • KDE staff • College Board • KY Association of School Administrators (KASA) • KY School Counseling Association (KSCA)
Stakeholders	• College Board – develops courses and exams • US Department of Education (USDOE)– provides funding for low-income students to pay for exam fees • School counselors and administrators – will be responsible for student recruitment and advising for AP courses • Teachers – will be trained in Laying the Foundation and AP Training from College Board, increasing rigor and AP strategies • Students – enrollment increases in more rigorous AP courses and more students will take and pass AP exams

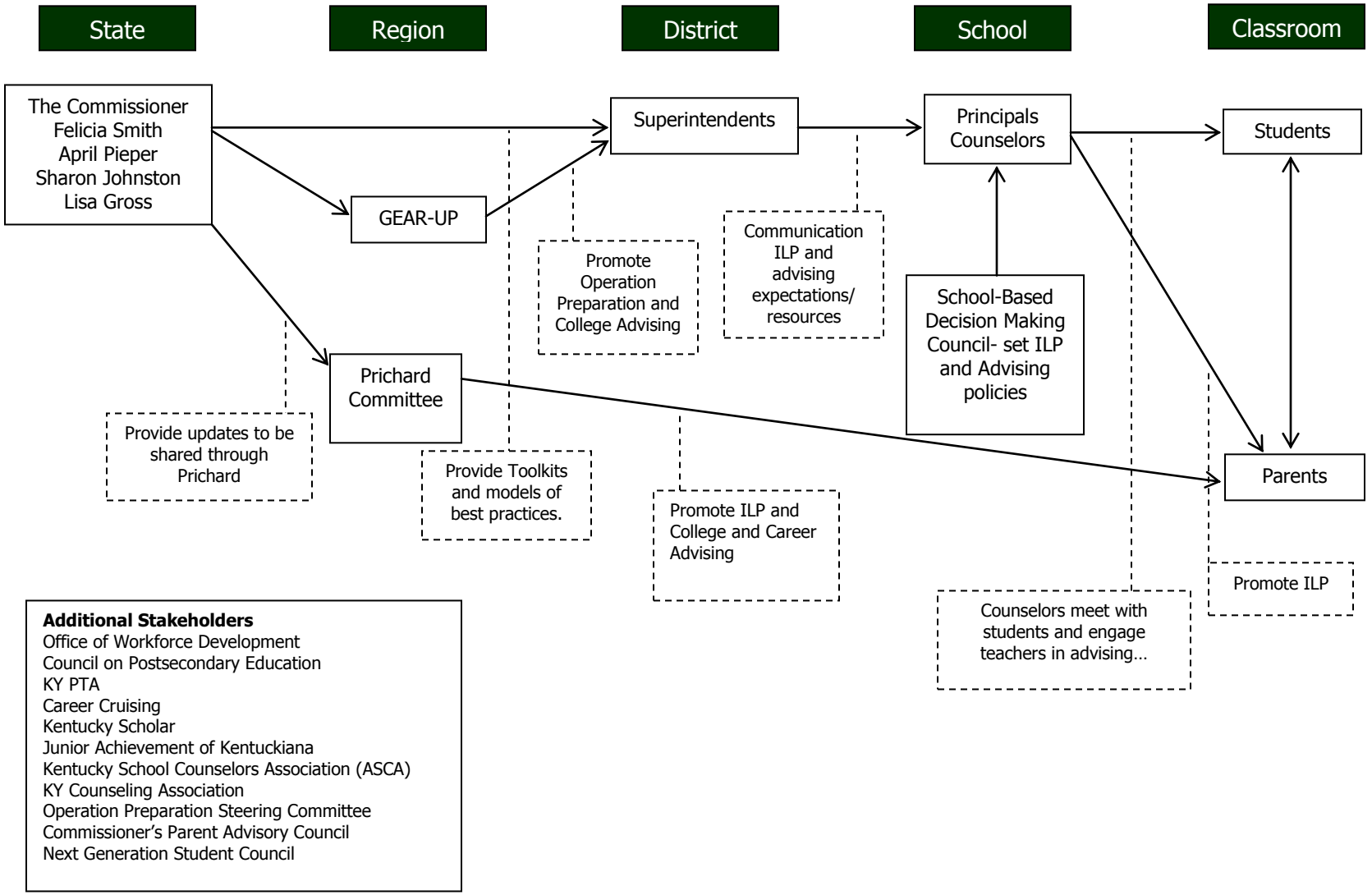
Acceleration – Advanced Placement Delivery Chain



Strategy 7: College and Career Advising	
Theory of Action	***If*** schools/districts have access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Learning Plan (ILP), ***and if*** all middle and high schools implement a system of advising with fidelity (monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), ***then*** students in grades 6-12 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.
Milestones for Timeline	**2010-11 School Year** • Increase school staff awareness and engagement in the ILP Provide online professional development for content teachers • Create and publish advising toolkit on KDE website • Create Steering Committee to develop toolkit and plan Operation Preparation (OP).Develop and publish Advising Week toolkit on the KDE website • Deploy OP • Develop a comprehensive, web-based resource to help LEAs enhance or develop comprehensive college and career advising programs Develop ILP Curriculum Alignment toolkit Analyze OP district participation **2012-13 School Year** • Develop "Close the Deal" plan • Develop a communications plan to disseminate college and career advising resourcesLaunch Close the Deal Publish ILP Curriculum Alignment toolkit Deploy OP **2013-14 School Year** • Develop "Close the Deal" planRevise communications plan to disseminate college and career advising resources • Collaborate with Career Cruising to provide trainings for the new ILP formatDevelop "Evidence-based advising programs"guidance • Develop ILP communication plan Make connections between college and career advising programs and behavior interventions (PBIS, HB69, Restraint/Seclusion) • Analyze quarterly ILP usage reports to identify non-compliant schools/districts and develop completion requirement communication plan •

Students Impacted	**CCR Goal** 2011-12: 132 additional students 2012-13: 440 additional students 2013-14: 1,540 additional students 2014-15: 1,760 additional students **Total Additional Students: 3,872** **Graduation Goal** 2012-13: 0 additional students 2013-14: 800 additional students 2014-15: 800 additional students **Total Additional Students: 1,600**
Indicators	• ILP usage and completion (student/parent logins/ILP) • Toolkit usage (OP, Advising, Transition, ILP leadership, ILP Parent, and ILP Curriculum Alignment) • Operation Preparation participation • Close the Deal participation • Feedback from advisory groups (Parent, Leadership, Student, OP Steering Committee) • Number of counselors per student
Resources and Support needed to deliver on this plan	$ 2,000 annual cost to provide PD as requested to state and regional partners
Stakeholders	• Stakeholders include students, parents, schools, postsecondary institutions and both local and national employers. • Educational cooperatives convene counselor meetings during which counselors receive training on the toolkit. Counselors will train staff and community volunteers. • Students, parents and schools are engaged through the emphasis on preparing all graduates for life after high school through the ILP monthly newsletter; quarterly television, radio and newspaper exposure through the KNOWHOW2GO campaign; and by bi-monthly updates to stakeholders to be communicated through established channels.

College and Career Advising Delivery Chain

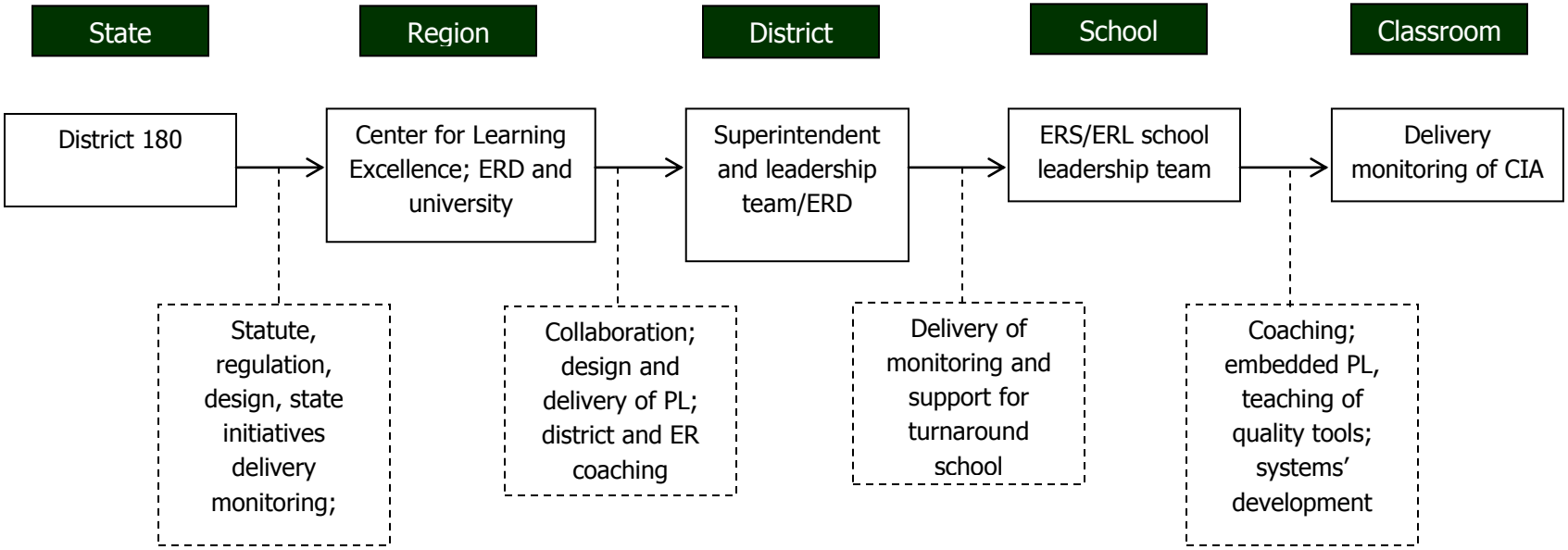


Strategy 8: Priority Schools	
Theory of Action	***If*** we identify the lowest performing schools in KY, ***and if*** we diagnose the needs and deficiencies of the schools, ***and if*** we provide expertise and resources to address those diagnosed needs, ***and if*** we monitor and support the implementation of the strategies to address those needs while building sustainable capacity for continuous improvement, ***and if*** we hold those schools accountable for meeting benchmarks and goals, ***then*** 100% of priority schools will meet or exceed their CCR goals by 2015.
Milestones for Timeline	**2011-12 School Year** • Identify priority schools • Perform leadership assessments • Hire Education Recovery staff • • **2012-13 School Year** • Train field staff and Education Recovery staff • Align Leadership Assessment/diagnostic review for Cohort 2 of Priority schools (focus on CCR) • PGES and systems training for education recovery staff and priority school leaders • Rollout information on what to do next with Focus Schools; Priority Schools • Design and deliver Train-the-Trainer training • Coordinate with ONGL to design, delivery, and deploy teacher evaluation and co-teaching • Organize ONGSD to support process for CCR • Become active part of Regulation 225 on Accountability, aligned with priority process. • Collect, aggregate, and report quarterly performance of 41 prioirty schools • Use data to adjust CSIP/interventions/school level • Collect survey data on ER effectiveness through semester review rubric for implementation of processes • **2013-14 School Year** • Use data to adjust CSIP/interventions/school level • Collect, aggregate, and report quarterly performance of 41 priority schools

	• Apply turnaround formula to determine how many schools are on target for turnaround and identify schools to exit and enter priority status. • Develop and disseminate annual report for KBE • Coordinate with ONGL to design, delivery, and deploy teacher evaluation and co-teaching • Identify HUB schools and define the work/role of HUBs • Develop PDSA to roll out at Franklin Simpson High School and Pulaski High School • **2014-15 School Year** • Apply turnaround formula to determine how many schools are on target for turnaround and identify schools to exit and enter priority status.Develop and disseminate annual report for KBE • Use data to adjust CSIP/interventions/school level • Collect, aggregate, and report quarterly performance of 41 priority schools **2015-16 School Year** • Conduct diagnostic reviews/leadership assessments • Hire and train education recovery staff and place them in school • Apply turnaround formula to determine how many schools are on target for turnaround and identify schools to exit and enter priority status. • Use data to adjust CSIP/interventions/school level • Collect, aggregate, and report quarterly performance of 41 priority schools •
Students Impacted	**CCR Goal** 2010-11: 44 additional students 2011-12: 132 additional students 2012-13: 440 additional students 2013-14: 660 additional students 2014-15: 572 additional students **Total Additional Students: 1,848** **Graduation Goal** 2012-13: 289 additional students 2013-14: 341 additional students 2014-15: 312 additional students **Total Additional Students: 942**
Indicators	• Changes in CCR rates within Priority Schools • Student enrollment in targeted intervention courses (and success

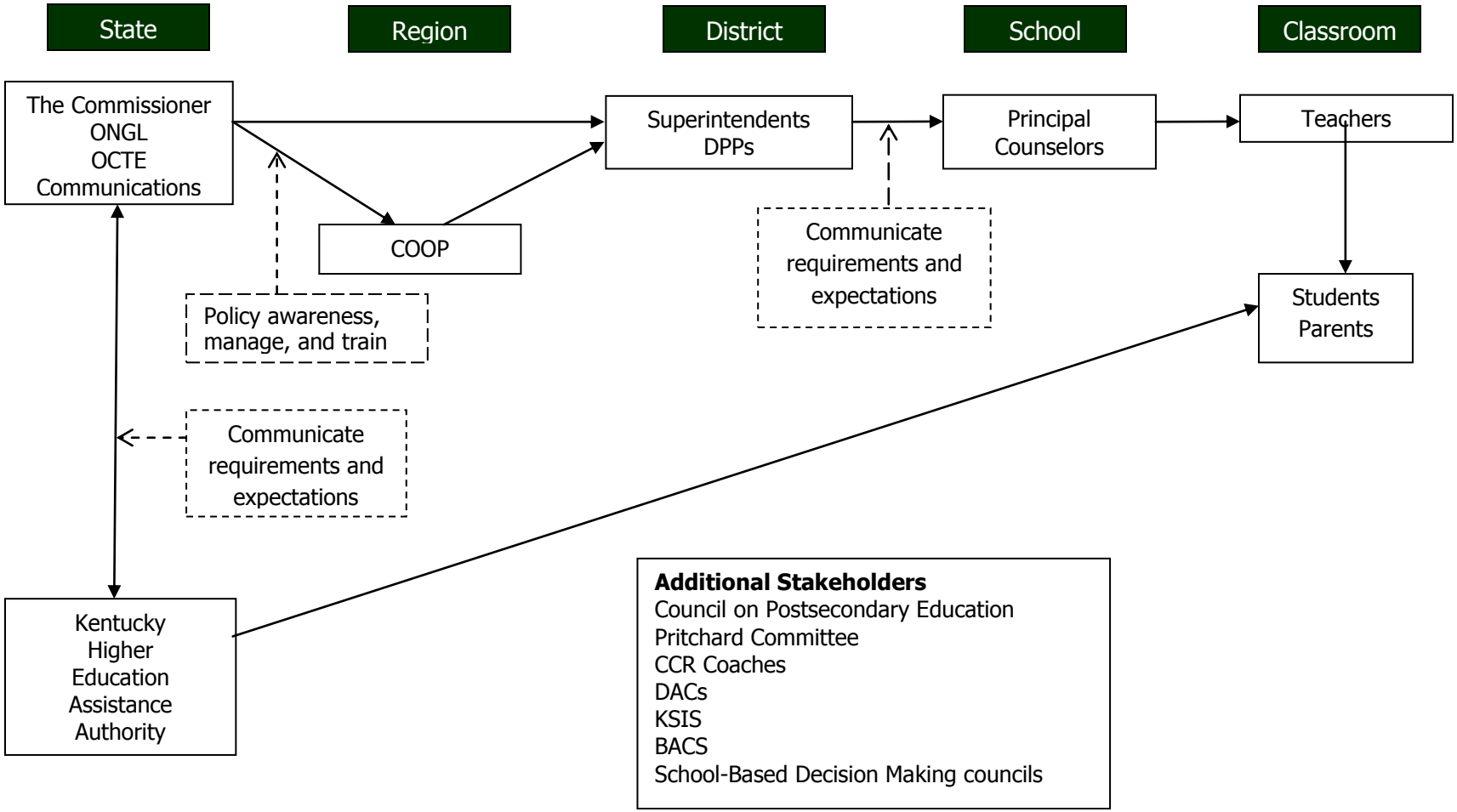
	on COMPASS, KYOTE, or ACT)
Resources and Support needed to deliver on this plan	• No SIG funds for Cohorts 1, 2 or 3 moving into 2013-14 At a minimum to keep reasonable staff in each school determined by the needs $4.5 million per year minimum Optimum $6 million: • 80 staff down from high of 104…basically serving same 41 schools • Jefferson has moved to a clinical support model. Other two regions have selected HUBS as laboratories but those schools should have at least $250,000 annual CLE • $50,000 for 13-14. No funds after that to keep partnerships alive.
Stakeholders	• 41 persistently low-achieving (PLA) schools (as defined in KRS 160.346 and Federal Title I, Section 1003(g) language); renamed Priority Schools through adoption of the Kentucky Unbridled Learning Accountability Model • School districts that contain the PLA schools

Priority Schools Delivery Chain



Strategy 9: Early Graduation	
Theory of Action	***IF*** *an Early Graduation policy is in place that defines an accelerated pathway to early graduation,* ***AND IF*** *districts inform students that meet defined criteria (e.g., performance expectations) of eligibility,* ***AND IF*** *families and students are knowledgeable about the expectations and benefits of early graduation,* ***AND IF*** *districts provide ongoing support and monitoring of students pursuing early graduation through alternative programing,* ***THEN*** *Students who graduate early shall be career and/or college ready.*
Milestones for Timeline	**2013-14 School Year** • Pass Early Graduation Regulation • Identify funding needs and links to other strategies • Develop guidance for early graduation requirements • Create intent form in IC for data collection • Develop application process for early graduation • Develop communication plan for SB 61 • Conduct analysis on early graduates
Students Impacted	**CCR Goal** 2010-11: 0 additional students 2011-12: 0 additional students 2012-13: 0 additional students 2013-14: 160 additional students 2014-15: 250 additional students **Total Additional Students: 410**
Indicators	• Number of students that complete intent form
Stakeholders	

Early Graduation Delivery Chain

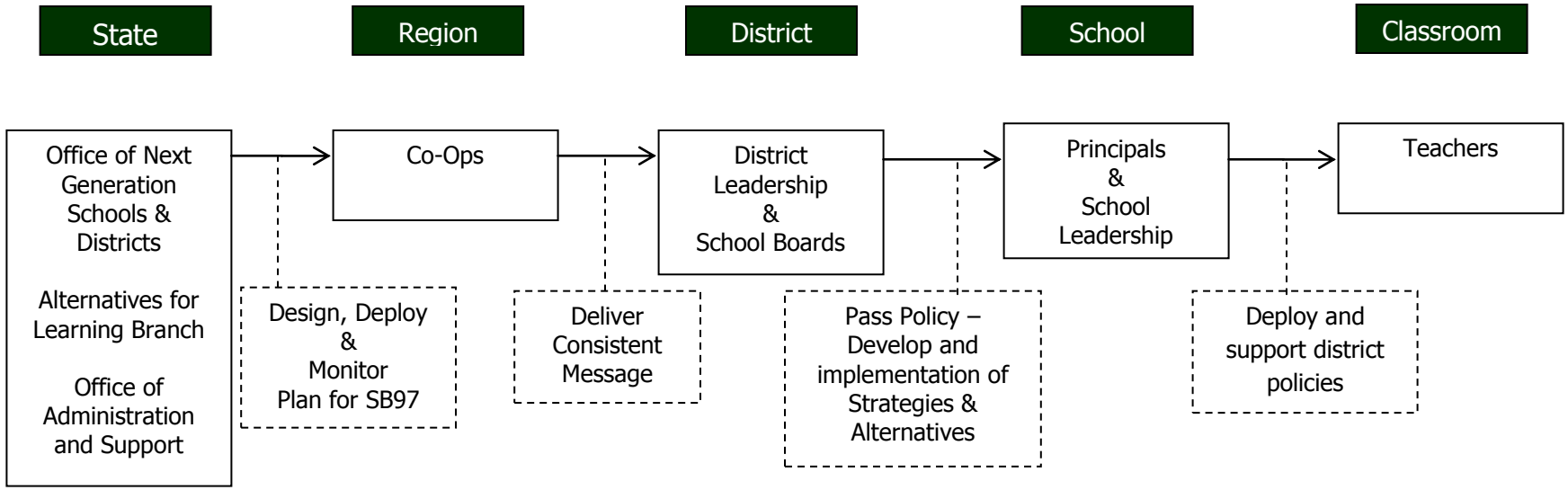


	Potential Challenges (Risks)	Potential Solutions (Mitigation)
Relationships	• Number of people and areas involved – good communication and feedback loop • Communication of expectations and plan – develop communication plan (preliminary communication plan about impending changes and secondary communication plan about regulation). • Need concrete data and tracking procedures • Timing and availability of course data and graduation data and ACT data.	• Solid and consistent information chains, create feedback loops • Pieces and players in place around regulation in time for multiple levels of communications about change in Early Graduation
Complexity	• Schools may not promote Early Graduation- clear and consistent message of reg. and benefits to all stakeholders • CPE risk: post-secondary need to be aware of potential new student pool and risks with early graduates attending post-secondary institutions.	• Highlight financial incentive for students and schools who participate in Early Graduation – communicate with all stakeholders (CPE)

Funding	No funding	• Highlight financial incentive for students and schools who participate in Early Graduation
Feedback Loops	• Consistency of messaging- great communication plan in place and monitor for feedback • Misinformation at district and school level about shift in Early Graduation • Limited access to actual process – once communicated, few check points for accuracy	• Generate clear feedback loops
Choke Points	• Choke-Hold: Guidance Counselors – Administrators – communications to all stakeholders empower students to have choice, communicate/leverage positive side of Early Graduation to schools. • School level structures and supports won't allow for Early Graduation- promote innovation, use successful students and programs as exemplars for others. Communicate success.	• Multiple levels of communication

Strategy 10: Raising Compulsory Attendance	
Theory of Action	***If*** more districts adopt a policy to raise the compulsory attendance to 18, ***and if*** district understand the risk factors for students dropping out, ***and if*** districts use clearly defined processes to identify students at risk, ***and if*** districts mitigate these risks by engaging students using interventions, alternative strategies, and innovative paths to graduation to meet the needs of at risk students, ***and if*** districts identify and monitor activities to address potential drop outs in theri CDIP and CSIP plans, ***then*** more students will remain engaged in the learning process and on track for graduate.
Milestones for Timeline	**2013-14 School Year** • Pass SB 97 and attain 55% district adoption • Implement 704 KAR 19:002 • Develop application process to review grant eligility • Develop webpage to promote SB 97
Students Impacted	**Graduation Goal** 2010-11: 0 additional students 2011-12: 0 additional students 2012-13: 0 additional students 2013-14: 100 additional students 2014-15: 100 additional students **Total Additional Students:**
Indicators	
Resources and Support needed to deliver on this plan	
Stakeholders	

Raising Compulsory Attendance Delivery Chain



RISKS/MITIGATIONS

Feedback from internal and external stakeholders indicates the following significant and primary obstacles and risks to successful delivery and the efforts to mitigate these risks.

	RISK	MITIGATION
Complexity	The messages surrounding the roll-out and implementation of strategies may tend to be inconsistent. Fidelity of implementation is associated with a lack of mandates.	The state needs to ensure a common message across the agency related to the delivery of these strategies. This should be ongoing and roll out to districts at both the district and building levels. Reporting and feedback from surveys is critical, and while KDE may not be able to mandate all reporting related to strategies not associated with statute, the agency should employ the power of social pressure and PR to reward those schools and districts utilizing multiple strategies effectively.
Funding Flows	Training Costs State funding to keep pace with each strategy has not been fully identified and may limit the pace of expansion. Funding cliff awaits as state dollars have been zeroed out and federal School Improvement Grant dollars are uncertain.	Budget for Training Must look for potential alternative funding sources (i.e. grants, repurpose of existing funds).
Feedback Loops	Multiple connections are needed within the feedback loop – from KDE to classroom to KDE.	Ensure each strategy has identified specific reporting / communication tools and protocols – defined process.
Choke-Points	Trickle-Down Training Instructional supervisors are overloaded and are identified within many delivery chains. Identify and maintain information on school-level contacts.	Electronic Training Include instructional supervisors in training and guidance communication. Utilize co-ops for data and collect data through school-level contacts.

	There is limited KDE-level staff to support districts.	Cross-train KDE staff and share knowledge.